

Share in North Dakota's Heritage!



What was it like to hunt buffalo, make bone and stone tools, and grow corn many hundreds of years ago? To watch boom towns spring up along miles of newly laid railroad track? To live amid the flurry of homestead expansion? What events in our state's history shape present-day energy development?

Suitcase Exhibits for North Dakota (S°E°N°D) is a program of the Communications and Education Division of the State Historical Society of North Dakota. The thematic trunks provides hands-on experiences for learners of all ages.

S°E°N°D can be used by schools, libraries, historical societies, retirement homes, or community groups. Artifacts, photographs, and documents contained in the trunks may create dialogues for a more comprehensive understanding of the work of historians in piecing together the tangible evidence of the past.

The S°E°N°D trunks center on themes that dovetail

with state and local history standards. The study materials encourage users to think critically about North Dakota history. Users can handle objects and gain new understanding of the people who shaped North Dakota's heritage.

How can you get a S°E°N°D trunk?

S°E°N°D trunks are available from the State Historical Society of North Dakota. A \$15 user fee covers program maintenance and a \$45 UPS fee (if needed) covers shipping and handling costs.

The trunks can be borrowed for two weeks only; borrowers specify a Monday when they would like to start the loan period. Trunks shipped via UPS are sent the week prior to the assigned date and will be picked up by UPS the week following the close of the loan period.

S°E°N°D trunks picked up at the North Dakota Heritage Center will be left at the Security Entrance (see map below).

Full payment to cover the user fee / shipping fee must be received in advance of your shipping or pick-up date.

Loan dates will not be given over the telephone; all requests must be made in writing. Dates are reserved on a first-come, first-served basis.

How can students benefit from having a S°E°N°D program in the classroom?

The S°E°N°D program has basic objectives for classroom studies:

- ❖ To enrich curriculum with a variety of participatory activities that relate directly to the study of North Dakota history.
- ❖ To extend social studies and history curricula by introducing history studies based on the tangible evidence of North Dakota's past—artifacts, photographs, and documents.
- ❖ To provide integrated curricula by inclusion of language arts, math, science, etc. in most trunks.
- ❖ To develop respect for and familiarity with historic structures, archeological sites, and historic sites within the state.
- ❖ To provide information and objects that pique curiosity about North Dakota's history and culture.
- ❖ To promote the importance of object study as it

relates to North Dakota's history and culture.

- ❖ To encourage critical thinking skills by using the methods of historians.
- ❖ To generate greater understanding about the resources of the State Historical Society of North Dakota and the work of its staff—historians, anthropologists, archeologists, archivists, historic preservationists, museum curators and educators.
- ❖ To provide opportunities for teachers to meet educational criteria for North Dakota Studies Standards.

What will you find in S°E°N°D?

Artifacts

Each trunk contains objects or artifacts (made by humans) and reproductions that may be examined and explored as part of directed or independent classroom activities.

Photographs

Drawn from the collections of the State Historical Society, historical and contemporary photographs provide visual study opportunities.

Documents

Historical records, diaries, and other primary materials from the State Historical Society's State Archives encourage critical thinking skills.

Teacher Guide

The Teacher Guide contains background information on North Dakota history and other subjects applicable to K-12, brief overviews on each theme, guidelines for becoming object literate—"reading" artifacts, photographs, and documents—and suggested project activities. Where appropriate, DVDs, CDs, audiotapes, and videotapes are included as audiovisual aids.

How was S°E°N°D funded?

The S°E°N°D program was originally funded by major grants from the Institute of Museum Services and Ronald McDonald Children's Charities, with additional funding provided by the State Historical Society of North Dakota, the Department of Public Instruction, the Governor's Council on Human Resources—Committee on Children and Youth, and the State Water Commission.



If you are picking up your S°E°N°D trunk at the North Dakota Heritage Center, go to the Security Entrance (X on the map) on the south side of the building.

Program Themes

All trunks include objects, historical photographs, documents, and a Teacher Guide unless otherwise noted.

Trunks containing information about Lewis and Clark are indicated in this brochure by an image of the Jefferson Peace Medal the explorers gave to some of the native people they met on their journey.



The Photography trunk is enhanced with numerous photos related to Abraham Lincoln.



Information on other programs and exhibits of the State Historical Society of North Dakota, coloring sheets for downloading, and publications available at the Museum Store can be found by visiting <http://www.nd.gov/hist>.



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The Métis/Chippewa trunk is displayed with its contents. Left to right are the trunk; Teachers Guide binder, foam tray #1 with its contents (jingle dress, birchbark container, and willow basket) arranged beside it, five additional foam trays, and cloth tote. Two books, a collection of 33 rpm albums of Métis music, and an assortment of mounted photographs are stored in the tote.

THE TRUNKS

100 YEARS OF FAMILY LIFE Generations

Find out about family history, immigration, family homes, and youth in North Dakota during the past 100 years. Objects include personal items such as a shaving brush, apron, toddler's gown, lefse stick, parfleche bag, an early high school annual, croquet equipment, button-top shoes, and school notebooks and examination. Activities include family history projects, which may be helpful to community groups planning historical events, and examine such documents as a Children's Bill of Rights. A CD containing an oral history about Fort Totten Indian School illustrates an experience of American Indian Youth in North Dakota.



SHSND A4378



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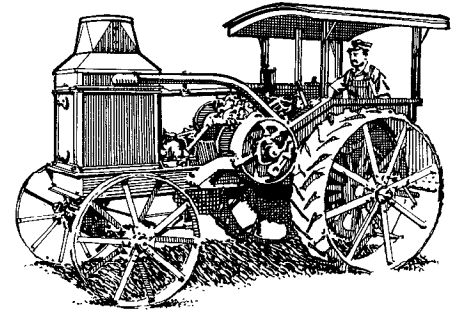
100 YEARS OF TOWN LIFE Within Easy Reach

Investigate town services, commerce and social life. Discover basic concepts of historic preservation focusing on architecture. Objects include building materials, historic wallpaper samples, decorative building parts, tools, and items that suggest occupations such as clerks, bankers and storekeepers. Activities are included that help teachers recreate a turn-of-the-century school lesson using reproduction schoolbooks. Others emphasize the relationship of architecture to community in North Dakota such as community-building "readings," walking tours, and "adopt-a-building" experiences. Included is a DVD about the state capitol.

AGRICULTURE

Promise & Challenge

Learn about bonanza farms, tillage farms, livestock ranching, family work, and the technology that affected them. Objects range from husking pins to wool mittens and reaper parts. Activities examine the agricultural cycle. Students can make butter, preserve foods, or cook a typical threshing crew's breakfast



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Investigate archeology as a method of learning about North Dakota's past, using excavations at Fort Clark, a fur trade site named after William Clark of the Lewis and Clark Expedition. Objects include pottery sherds, stone tools, and archeology field tools. Activities involve hands-on projects that involve learners in the day-to-day work of an archeologist. Audiovisual materials include videotapes about making pottery and a recent archeology field project. Included are primary documents from the Lewis and Clark Expedition used as tools for archeological research.

ARCHEOLOGY

Piecing Together the Past

THE CHIPPEWA/MÉTIS

Culture of the North

Explore the history and culture of the Chip-pewa/Métis (Michif), American Indian culture centered at the Turtle Mountain Chippewa Reservation. Objects include a jingle dress, beaded clothing, birch bark and willow baskets, wild plants, a rabbit skin, and a Michif language dictionary. Activities focus on traditions such as foodways, games, and birchbark cutouts. A fiddle CD and phonograph record demonstrate the importance of Turtle Mountain music and dance.



include directions for the hand game and Dakota language experiences. A videotape of a contemporary powwow and a CD of veterans songs highlights important concepts.

THE DAKOTA

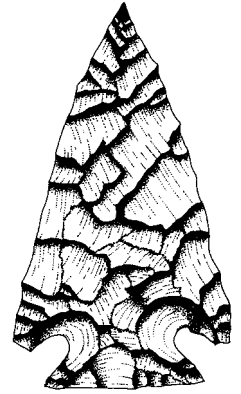
A Living Culture

Study cultural values and beliefs of the Dakota people, centered at Standing Rock Reservation, Spirit Lake Reservation, Sisseton-Wahpeton Reservation and various North Dakota towns. The trunk offers an illustration of Dakota values about families, homes, land, foods, medicines, and the powwow. Objects include a cradleboard, parfleche, plants, and dried vegetables. Activities are integrated with artifacts and

EARLY PEOPLES

Tipis & Earthlodges

Learn about American Indian peoples in North Dakota prior to European contact. Objects include bone fishhooks, chipped stone arrow and dart points, hide processing tools, and archeological samples of corn and squash. Activities include making a model tipi and earthlodge, identifying animal tracks, analyzing pottery sherds, making horticultural tools, and playing American Indian games.



SHSND A3911

data to study energy “boom” towns in North Dakota. Lesson plans address K-12.

ENERGY DEVELOPMENT

Search for Power

Delve into the history of the state’s energy development and how energy has impacted North Dakotans, their environment, and economics. Objects include crude oil from the state’s first oil well, samples of lignite, core samples, a hard hat, and various transmission cables. Activities include graphing domestic consumption of various fuels through time, investigating energy-related careers, and using census and other

ETHNIC TRADITIONS

Celebrating the Past

Discover a multicultural approach to understanding North Dakota history. Objects include Ukrainian pysanka tools, Norwegian hardanger, a German-Russian shawl (tueschle), Finnish sauna equipment, an Icelandic kleiner-cutter, a Jewish dreidel game, and a Native American powwow poster. Foodways and traditional craft activities incorporate many of the objects in the trunk. Audiotapes contain German tales and Norwegian folk music, and videotapes include cultural background about Germans from Russia and Ukrainian egg decorating (pysanka).



FRONTIER MILITARY LIFE

Drums Across the Plains

Explore the purposes for the military presence in North Dakota from 1804 to 1903, and the daily life of the frontier soldier and others living at the forts. Objects include a kepi hat, haversack, cartridge box and cartridges, picket pin, insignia, survey compass, and items used in everyday life. Activities include mapping, learning infantry tactics, calculating a soldier’s income and expenses, reading a soldier’s diary and letters, and making hardtack.

THE FUR TRADE

Beavers, Beads, and Blankets

Study early exploration, motivation, and practices of the fur trade industry and daily activities of the participants of the industry. Objects include a beaver pelt, voyageur sash, flint striker and flint, clay pipe, replica of Jefferson Peace Medal, and trade goods. Activities include journaling and mapping, identifying fur-bearing animals, reading the letters and journal of a fur trader, calculating value of pelts and trade goods, and making beadwork.



THE GREAT DEPRESSION

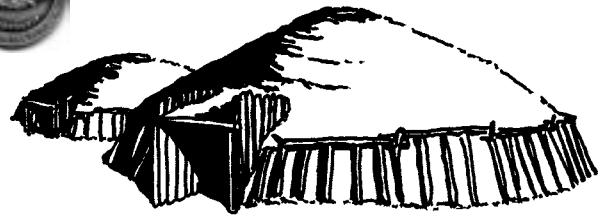
Bright Dreams & Hard Times

Investigate how North Dakota was affected by, and responded to, the Great Depression. Objects include an early radio, mending ball, glass insulator, and artifacts suggesting work and diversions popular in the 1930s. An audiotape of a North Dakota oral history interview is included. Activities include a five-part preparation for students to collect oral history.

THE MANDAN/HIDATSA/SAHNISH (ARIKARA)

Early Agriculturists

Learn about the history and culture of the Three Affiliated Tribes, today centered at the Fort Berthold Reservation. They were early agriculturists, living along the Missouri River, who were subsequently displaced by smallpox outbreaks, reservation life at Fort Berthold, and by the Garrison Dam. Objects include a buffalo scapula hoe, basketry, a star quilt, and a doll. Activities focus on games, agricultural skills, basketry, and pottery making. A CD of a contemporary drum group is included.



PHOTOGRAPHY

Catching Shadows

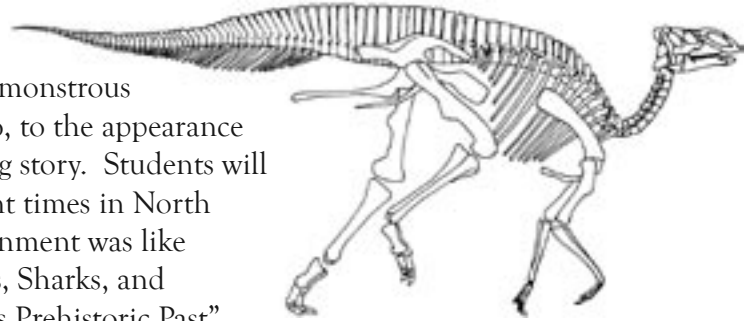


Historical photography is examined as well as the importance of the photograph in family history and the beginnings of photo-journalism. A box camera, bellows camera, darkroom equipment, family albums, and a stereopticon are among the objects included. Activities are provided for making pin hole cameras and for conducting experiments with optics and light.

PREHISTORIC LIFE IN NORTH DAKOTA

Unburied Treasure

The history of life in North Dakota from the time that monstrous sea creatures inhabited the oceans, millions of years ago, to the appearance of humans only a few thousand years ago is a fascinating story. Students will learn about the animals and plants that lived at different times in North Dakota's geologic past and what the climate and environment was like during those times. John Hoganson's book "Dinosaurs, Sharks, and Woolly Mammoths: Glimpses of Life in North Dakota's Prehistoric Past" is included as a teaching guide.



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TRUSS BRIDGES IN NORTH DAKOTA

Spanning Time and Culture

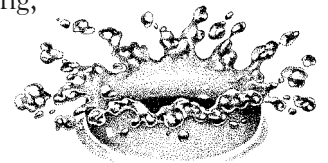
The earliest bridges in North Dakota were truss bridges. Starting from the eastern part of the state in the 1870's and moving westward with the arriving population, the truss bridges spanned rivers, creeks and coulees as roadways developed. Graceful arches and triangular spans stood out against the skyline, announcing the presence of a means to cross an obstacle. The first bridges were made of wood; then steel; then concrete. Now those hundreds of bridges are disappearing. Less than 40 of the majestic old bridges remain.

Truss Bridges in North Dakota uses math, science, language arts and history lessons to relay the impact of those bridges on the state.

WATER RESOURCES*

Liquid Treasure

Explore history and basic concepts about water resources in North Dakota. Objects include a brass divining rod, ice tongs, a water dipper, a clothes agitator, and a washboard. Activities include reading tree growth rings, weather lore and predicting, soap making, bridge building, and simulations of 1889 household water uses. A videotape includes historical footage of ice harvesting, the Burlington Irrigation Project, and the Garrison Dam project. Funded by the North Dakota Water Commission. **No historical documents included in this trunk.*



SHSND A6780

WORKING WOMEN

Milliners, Moms, and Aviators

Meet ten selected women who contributed to North Dakota's history: Brynhild Haugland, legislator; Florence "Tree Tops" Gunderson Klingensmith, aviator; Marie Tyler, rancher; Josephine Gates Kelly, tribal chair; Elizabeth Preston Anderson, reformer; and others. Activities include examination of the various livelihoods of these selected women.

Funded by the Department of Public Instruction and based on their publication, *Women of North Dakota, Celebrating Their Lives Through Primary & Secondary Sources*.

REQUEST FOR S°E°N°D PROGRAM TRUNK

Reservations are processed on a first-come, first-served basis. Please allow a minimum of two weeks lead time. Program trunks are shipped the week before the date you specify. Program trunks must be returned promptly at the end of two weeks. If you are requesting UPS shipment, UPS will return to pick up the trunk at the end of your use period upon request of our agency.

Be sure to fill out and send your request to the S°E°N°D Program, Museum and Education Division, State Historical Society of North Dakota, 612 East Boulevard Avenue, Bismarck, ND 58505-0830. Keep a file copy of your request. Call (701) 328-2794 with questions. **Make checks payable to the State Historical Society of North Dakota.**

Organization/School _____ Contact Person _____

Shipping Address _____ Home Telephone _____

Business Address _____ Business Telephone _____

If for school use, specify grade(s) _____ Number of people who will view this trunk _____

Signature of Contact Person _____

Check the program theme trunk you are requesting and date desired.

Theme	Date (Monday)	Theme	Date (Monday)
<input type="checkbox"/> 100 Years of Family Life	_____	<input type="checkbox"/> Frontier Military	_____
<input type="checkbox"/> 100 Years of Town Life	_____	<input type="checkbox"/> Fur Trade	_____
<input type="checkbox"/> Agriculture	_____	<input type="checkbox"/> Great Depression	_____
<input type="checkbox"/> Archeology	_____	<input type="checkbox"/> Mandan/Hidatsa/Sahnish	_____
<input type="checkbox"/> Chippewa/Métis	_____	<input type="checkbox"/> Photography	_____
<input type="checkbox"/> The Dakota	_____	<input type="checkbox"/> Prehistoric Life in North Dakota	_____
<input type="checkbox"/> Early Peoples	_____	<input type="checkbox"/> Truss Bridges in North Dakota	_____
<input type="checkbox"/> Energy Development	_____	<input type="checkbox"/> Water Resources	_____
<input type="checkbox"/> Ethnic Traditions	_____	<input type="checkbox"/> Working Women	_____

 This application, as well as information on other educational programs from the State Historical Society of North Dakota, can be found at <http://www.nd.gov/hist>.

The S°E°N°D trunks may be picked up at the North Dakota Heritage Center or be shipped to you.

Which option do you desire?

PICKUP OPTION – \$15

- ☐ Trunk will be picked up at the Heritage Center.
- ☐ Payment of \$15 (user fee) per trunk is enclosed.*

SHIPPING OPTION – \$45

- ☐ Trunk will be shipped via UPS.
- ☐ Payment of \$45 per trunk is enclosed (\$15 user fee and \$30 shipping fee).*

**Full payment must be received prior to shipping or pickup.*



- ☐ Please send me information about the State Historical Society Foundation's membership program.

S°E°N°D trunks are not loaned to individuals. — Trunk recipients are responsible for replacement of missing parts.

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